

<u>Content</u>	<u>Learning area/ Subject</u>	<u>Year Level</u>
Adventure Stories	Literacy	3
<p><u>Intended outcomes – knowledge</u> Students are able to:</p> <p><u>Speaking and listening</u></p> <ul style="list-style-type: none"> • Use the language of possibility to investigate and reflect on feelings, behaviour or relationships • Use drama to explore stories <p><u>Reading</u></p> <ul style="list-style-type: none"> • Identify key features of adventure stories • explain reasons why a character has behaved in a particular way • identify how the author engages the reader and maintains interest • recount events in a story • extend range of books read <p><u>Writing</u></p> <ul style="list-style-type: none"> • plan an extended narrative using the key features of the text type • write an extended adventure story with logically sequenced events and a resolution 		<p><u>Intended outcomes – skills</u> Students are able to:</p> <ul style="list-style-type: none"> • plan, draft and evaluate a creative writing project in the adventure genre • share their new found knowledge with peers • thinking skills – LOTs and HOTs
<p><u>Class learning tasks</u></p> <ul style="list-style-type: none"> • pre-assessment - brainstorm at the beginning of the project- what do we know about adventure stories? • read a range of adventure stories and identify settings, character types, atmosphere, problem, action – make comparisons • identify how the author builds up tension – sentence structure, vocabulary, content, story structure • Role play an adventure story • discuss reading choices/ preferences • recount a story • Use a range of objects and create characters from these objects and a journey to be undertaken • Create a list of key features of adventure stories to be their success criteria • plan an adventure story • draft, edit (peer edit and self edit) and proofread an adventure story • peer assess - using success criteria • self-assess - using success criteria 		<p><u>Differentiation for Content</u></p> <ul style="list-style-type: none"> • empathise with characters and debate moral dilemmas portrayed in adventure stories • abstractness – what are the elements of adventure genre? • complexity -What similarities and differences are there between ‘Swallows and Amazons’ Arthur Ransome, ‘The Island Adventure’ Enid Blyton and ‘Seawolf’ David Miller? • extra curricular topics – read adventure stories by an author of your choice • lives and living – investigate the life of an author of adventure stories • real life topics – compare your own life to that of a character in a adventure story • self-selected content – select an area of interest within the topic for further investigation <p>Process</p> <ul style="list-style-type: none"> • work in a variety of groupings • complex thinking - compare the lead characters from two or more adventure stories, using a venn diagram or compare/contrast table • expert inquiry methods – learn about the craft of a adventure genre author of

	<p>choice</p> <ul style="list-style-type: none"> • inquiry-based – What elements are common to all adventure stories? Include examples of each element from a number of stories/ films • open-ended – using the elements of adventure stories, create an ORIGINAL story in the same genre • reflective - make a reading journal - read longer serialised story – make comparisons between authors, or range of stories by the same author – identify key questions, the process, the product and reflect on your learning <p>Product</p> <ul style="list-style-type: none"> • recount a story in different way, eg in a conversation between two characters, from a particular point of view, in a letter etc • produce a ‘create your own adventure’ book – multiple pathways and conclusions • authentic audience – write a letter to an author or publisher inviting feedback about your adventure story
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